

Term	Definition
<b>Accommodation</b>	practices and procedures in the areas of presentation, response, setting, and timing/scheduling that provide equitable access during instruction and assessments for students with disabilities. Accommodations are intended to reduce or even eliminate the effects of a students' disability; they do not reduce learning expectations. Examples of accommodations include extended testing time, using magnifying equipment, oral test responses, testing in a separate room, and listening to a technical manual instead of reading it.
<b>Articulation</b>	cooperative written agreement between the high school and a postsecondary school through which students may be eligible to receive postsecondary credit while in high school. Articulation agreements usually exist between individual postsecondary schools and secondary schools, or school systems; provisions vary with the individual agreements.
<b>Best Practices</b>	method or technique that has consistently shown results superior to those achieved with other means; often used as a benchmark.
<b>Bloom's Taxonomy</b>	multi-tiered model of classifying thinking according to six cognitive levels of complexity divides educational objectives into three "domains:" Affective, Psychomotor, and Cognitive.
<b>Career Cluster</b>	A Career Cluster is a distinct grouping of occupations and industries based on the knowledge and skills they require. Career Clusters are designed to provide students with relevant learning experiences by linking school-based learning with the knowledge and skills required for success in the workplace. • Each of the 16 nationally-recognized Career Clusters is comprised of one or more Program of Study (sequence of related courses) that seeks to support students' successful transition from secondary to postsecondary education and careers.
<b>Charter School</b>	Publicly funded schools that are exempt from many state laws and regulations for school districts. They are run by groups of teachers, parents, and/or foundations
<b>Check for Understanding</b>	strategies employed during instruction that will allow the teacher to know that students are learning; plan to ask specific questions; observe tasks or completion of assignments etc.
<b>Common Core</b>	researched based, national standards that define the knowledge and skills students should have to be ready to succeed in entry-level, credit-bearing academic college courses and in workforce training programs. Criteria for the standards: fewer, clearer, more rigorous content and application of knowledge through high-order skills
<b>Competency</b>	learning expectations designed for each course standard; also known as course objectives.
<b>Concentrator</b>	a student who has completed at least three credits in a program of study or 3 credits within a career cluster.
<b>Contextual Academics</b>	CTE courses that integrate academic concepts within the context of workplace situations. Courses include Contextual Algebra I and II, Biology, English IV, Geometry, Principles of Technology I and II.
<b>Contren Learning Series</b>	Textbooks and Materials in construction curricula that provides standardized training and credentialing programs for the Architecture & Construction cluster
<b>Cooperative Learning</b>	A teaching method in which students of differing abilities work together on an assignment. Each student has a specific responsibility within the group. Students complete assignments together and receive a common grade.

<b>Core indicator of performance</b>	the Carl D. Perkins Career and Technical Education Improvement Act of 2006 contains six (6) core indicators of performance on the secondary level, these include: Academic Attainment Language Arts (1S1); Academic Attainment Mathematics(1S2), Technical Skill Attainment (2S1), Completion (3S1), Graduation Rate(4S1), Placement (5S1), Nontraditional by Gender Participation (6S1), Nontraditional by Gender Completion (6S2)
<b>Course competency checklist/ Competency Attainment Rubric</b>	aligned to industry standards, created for every Career and Technical Education (CTE) course in Tennessee; checklists include four levels of performance at the end of each competency
<b>Credit by Assessment</b>	dual credit awarded to a CTE student after completing specific coursework and passing the assessment created by the post secondary institution
<b>Cross Walk</b>	information about the relationship between one set of information compared to another; a document designed to align current information with new information.
<b>Differentiated Instruction</b>	providing students with different avenues to acquiring content based on individual learning styles
<b>Disaggregated Data</b>	The presentation of data broken into segments of the student population instead of the entire enrollment. Typical segments include students who are economically disadvantaged, from racial or ethnic minority groups, have disabilities, or have limited English fluency. Disaggregated data allows parents and teachers to see how each student group is performing in a school
<b>Dual Credit</b>	students enrolled in a high school course aligned to a postsecondary course that is taught at the high school, by high school faculty for high school credit. Students are able to receive postsecondary credit by successfully completing the course, plus passing the assessment developed and/or recognized by the granting postsecondary institution. The institution will grant the credit upon enrollment of the student.
<b>Dual Enrollment</b>	students enrolled in a postsecondary course, taught either at the postsecondary institution or at the high school, by the postsecondary faculty (may be credentialed adjunct faculty), which upon successful completion of the course allows students to earn postsecondary and secondary credit concurrently
<b>Essential Question</b>	focus questions for a unit of study; typically requires critical thinking
<b>Formative Assessment</b>	on-going assessment procedures, both formal and informal, employed during the learning process to modify teaching and learning activities, with the goal of improving student attainment
<b>High Demand</b>	career clusters of occupations that have the following characteristics: growth rate for the cluster in the LWIA region is positive; for all occupations in the cluster, the ratio of program completers (supply) to the number of annual average openings for the occupations (demand) is no more than 1.5
<b>High Skill</b>	occupations which require long term training and lead to a certificate, diploma, apprenticeship or degree
<b>High Wage</b>	occupations with wages 20% greater than the median wage to be determined by each LEA using workforce development information from their respective LWIA region
<b>Highly Qualified Teacher</b>	holds a license to teach in the state; holds a minimum of a bachelor's degree; and has demonstrated subject area competence in each of the academic subjects in which the teacher teaches.

<b>Industry Certification</b>	a designation earned to assure qualification to perform a job or task, regulated by states in partnership with industry (ASE, NATEF, HVAC, etc...)
<b>International Baccalaureate</b>	A rigorous college preparation course of study that leads to examinations for highly motivated high school students. Students can earn college credit from many universities if their exam scores are high enough.
<b>Jigsaw</b>	a cooperative learning strategy that enables each student of a “home” group to specialize in one aspect of a learning unit. Students meet with members from other groups who are assigned the same aspect, and after mastering the material, return to the “home” group and teach the material to their group members
<b>Job Shadowing</b>	A program that takes students into the workplace to learn about careers through one-day orientations or more extensive internships to see how the skills learned in school relate to the workplace
<b>Learning Styles</b>	educational conditions under which a student is most likely to learn; how students prefer to learn. Neil Flemming, creator of the VARK system, proposes that there are four distinct learning styles. VARK stands for Visual, Aural/Auditory, Read/Write and Kinesthetic.
<b>Lesson plan</b>	the instructor’s road map of what students need to learn and how it will be done effectively during the class time; an effective lesson plan should include: objectives for student learning, teaching/learning activities, strategies to check student
<b>Modification</b>	changes that are designed to "level the playing field" for students with disabilities; examples include: fewer competencies, abbreviating assignments and assessments
<b>Non Traditional</b>	occupations for which individuals from one gender comprise less than 25% of the individuals employed in each occupation or field of work
<b>Objective</b>	what students will learn or accomplish after the lesson is complete
<b>Occupational License</b>	a teaching license issued to individuals who meet requirements in the area of health science or trade and industry; individuals possess a combination of industry work experience, industry certification and post-secondary education
<b>Plan of Study</b>	A plan of study is a student's comprehensive four-year course plan that delineates the sequence(s) of required and elective courses that student will take during his/her high school career. All Plans of Study includes state and local graduation requirements, including the courses satisfying the students’ elective focus area requirements. Additionally, many plans of study include a CTE Program of Study
<b>Proficiency</b>	Mastery or ability to do something at grade level
<b>Program of Study</b>	A CTE Program of Study (POS) is a comprehensive, structured approach for delivering academic and career and technical education to prepare students for postsecondary education and career success (U.S. Department of Education, <a href="http://www.careertech.org/career-clusters/glance/programs-study.html">http://www.careertech.org/career-clusters/glance/programs-study.html</a> ). In Tennessee, a CTE Program of Study is a sequence of three or more courses that build on each other toward a specific career pathway. • Each Program of Study is housed within a specific Career Cluster, but may include courses from other subjects (general education, other career clusters, etc).

<b>Project Based Learning</b>	a teaching and learning model that focuses on student-centered learning; teachers develop engaging learning experiences that involve students in complex, real-world projects through which they develop and apply skills and knowledge
<b>Research Based Strategies</b>	evidence based instructional techniques and activities which result produce a desired learning outcome
<b>Rubric</b>	Refers to a grading or scoring system. A rubric is a scoring tool that lists the criteria to be met in a piece of work. A rubric also describes levels of quality for each of the criteria. These levels of performance may be written as different ratings (e.g., Excellent, Good, Needs Improvement) or as numerical scores (e.g., 4, 3, 2, 1).
<b>Scaffolding</b>	an instructional technique whereby the teacher models the desired learning strategy or task, then gradually shifts responsibility to the students.
<b>Standard</b>	a learning objective in the form of a statement that expresses what a student knows, can do, or is capable of typically at a certain point in their learning progression
<b>Summative Assessment</b>	<p>a more formal method of testing student knowledge about a previously learned concept or unit of study; provides the instructor with an idea of how much content the students have retained, and may be used to determine effective learning and teaching techniques for the class.</p> <p>Read more: What Is a Summative Assessment?   eHow.com <a href="http://www.ehow.com/info_8659314_summative-assessment.html#ixzz1yXJHPhvE">http://www.ehow.com/info_8659314_summative-assessment.html#ixzz1yXJHPhvE</a></p>
<b>Unit plan</b>	a series of lesson plans designed around a specific topic or lesson
<b>Webb's Depth of Knowledge</b>	Webb (1997) developed a process and criteria for systematically analyzing the alignment between standards and standardized assessments. This body of work offers the Depth of Knowledge (DOK) model employed to analyze the cognitive expectation demanded by standards, each grouping of tasks reflects a different level of cognitive expectation, or depth of knowledge, required to complete the task.